



The Impact of a Program Based on the Web2 Applications on Developing EFL Secondary School Students' Self-efficacy in Writing

By

Dr. Michael Abdel Massieh Awad

Emeritus Prof of Curriculum and
Instruction (TEFL) Faculty of
Education Zagazig University

Dr. Mohamed Hasan Ibrahim

Prof. of Curriculum and Instruction
TEFL) Faculty of Education
Zagazig University

Heba Fathy Mohammed Ramadan

(A Ph.D. researcher)

بحث مشتق من الرسالة الخاصة بالباحثة

**The Impact of a Program Based on the Web2 Applications on Developing
EFL Secondary School Students' Self-efficacy in Writing**

By

Dr. Michael Abdel Massieh Awad Dr. Mohamed Hasan Ibrahim

Emeritus Prof of Curriculum and
Instruction (TEFL) Faculty of
Education Zagazig University

Prof. of Curriculum and Instruction
TEFL) Faculty of Education
Zagazig University

Heba Fathy Mohammed Ramadan

(A Ph.D. researcher)

Abstract

The main purpose of the current study was to investigate the impact of a program based on Web2 Applications in developing 70 EFL secondary school students' writing self-efficacy from El- Sayeda Khadega Secondary School for Girls in Zagazig, Sharkia Governorate in the first semester of the academic year 2018/2019. The participants of the study were equally divided into an experimental and a control group. To achieve the purpose of the study, an EFL writing self-efficacy scale was developed. The program based on the Web2 Applications was designed and administered to the participants in the experimental group whereas the control group was taught by the regular method. The results of the study revealed that the program based on the Web2 Applications was significantly effective in developing the experimental group students' writing self-efficacy. Besides, the students in the experimental group outperformed their peers in the control group, who received the regular instruction, on the EFL writing self-efficacy scale. These results confirmed the importance of integrating Web 2.0 applications in the EFL classroom for developing EFL students' writing self-efficacy.

Key words: The Web2 Applications, The EFL writing self-efficacy

أثر برنامج قائم على تطبيقات الجيل الثانى للويب فى تنمية الكفاءة الذاتية فى الكتابة باللغة الانجليزية كلغة أجنبية لدى طلاب المرحلة الثانوية

هدفت الدراسة الحالية الى دراسة أثر برنامج قائم على إستخدام تطبيقات الجيل الثانى للويب فى تنمية الكفاءة الذاتية فى الكتابة باللغة الانجليزية كلغه اجنبيه لدى طلاب الصف الأول الثانوى. ولقد قامت الباحثة بتصميم مقياس لقياس الكفاءة الذاتية للطلاب فى الكتابة باللغة الانجليزية . ولقد استخدمت الباحثة فى هذه الدراسة المنهج الشبه التجريبي حيث قامت الباحثة بسحب عينة عشوائية من طالبات مدرسة السيده خديجة الثانوية للبنات بالزقازيق والمقيدين بالصف الأول الثانوى وعددهم ٧٠ طالبة ثم قامت بتقسيمهم على مجموعتين مجموعة تجريبية وعددها (٣٥ طالبة) ومجموعة ضابطة وعددها (٣٥ طالبة) وقامت الباحثة فى بداية العام الدراسى ٢٠١٨/٢٠١٩ بتطبيق مقياس الكفاءة الذاتية للطلاب فى الكتابة باللغة الانجليزية على المجموعة التجريبية والضابطة ثم بعد ذلك خلال النصف الدراسى الاول تم تطبيق البرنامج القائم على تطبيقات الجيل الثانى للويب والذى اعدته الباحثة وتاكدت من صلاحيته من خلال الاساتذه المحكمين فى كليات التربية فى حين تلقت المجموعة الضابطة تدريسه عن طريق الطريقة المعتادة . تم بعد ذلك فى نهاية الفصل الدراسى الاول تم تطبيق المقياس البعدى للكفاءة الذاتية للطلاب فى الكتابة باللغة الانجليزية على كلا المجموعتين. ثم تم جمع وتحليل النتائج والتي أشارت الى تحسن فى الكفاءة الذاتية فى الكتابة باللغة الانجليزية لدى طالبات الصف الأول الثانوى ، حيث اظهرت طالبات المجموعة التجريبية تحسنا ملحوظا عن اقرانهم فى المجموعة الضابطة فى مقياس الكفاءة الذاتية فى الكتابة.

Introduction

Bandura (2001) illustrated the importance of possessing a strong sense of self-efficacy .He mentioned that self-efficacy has its effect on lessening vulnerability to stress and depression in difficult situations and strengthening flexibility to adversity. Self-efficacy beliefs also play key role in shaping the courses lives taken by influencing the types of activities and environments that people choose to get into. Any factor that influences choice behavior can profoundly affect the direction of personal development. This is because the social effects are operating in selecting environments leading to promoting certain competencies, values, and interests. Thus, by choosing and shaping their environments, people can have a hand in what they become.

Pajares and Valiante (1999) showed the critical role of students' beliefs about their academic capabilities and their effects on their success in school. Their beliefs of being capable help them well when performing academic tasks because this confidence helps them sustain effort, increase perseverance and resiliency when encountering any obstacles.

Williams (2012) stated that writing is considered the primary and the most essential academic domain. Motivational concepts are keys for achieving academic success in writing. When students believe that they write well, they will write better. Hashemnejad, Zoghi and Amini (2014) mentioned that in the traditional way of teaching writing a great importance was devoted to the written product. Teachers concentrate on evaluating students' writings according to their form and presentation without giving any attention to the way by which students generate ideas. Teachers always try hard to find a suitable way for supporting students and motivating the unwilling writers. Therefore, self-efficacy plays an important role in motivating students and in developing their writing competence. In addition, self-efficacy represents a strong predictor over individuals' writing performance.

Aliegro (2006) defined self-efficacy as the belief that one can complete a specific learning task effectively. The beliefs that learners

have about their abilities to learn can be described as self-regulating which can regulate the ways in which the students approach the learning task as well as how they respond in classroom settings.

Bruning, Dempsey, Kauffman, McKim, and Zumbrunn (2013) proposed three dimensions for a model of writing self-efficacy which are self-efficacy for writing ideation, conventions, and self-regulation. Firstly, writing's ideational processes focus on generating the concepts, principles, and reasoning upon which writing depends. Secondly, writing conventions, in contrast, concentrates on writers' usage of linguistic skills such as choosing from among a language's words, syntactic forms, and discourse structures in expressing their ideas. Finally, writing self-regulation is manifested in writers' self-management, affective control, and their personal judgments about cognitive and linguistic features during writing.

Bruning et al. conducted two studies to explore writing self-efficacy in terms of its multifactor perspective that was previously mentioned. In the first study, the Self-Efficacy for Writing Scale (SEWS) along with associated measures were completed by 697 of the middle school students. Confirmatory Factor Analysis (CFA) showed that the Self-Efficacy for Writing Scale (SEWS) data fit the suggested 3-factor model well. In the second study, the second Confirmatory Factor Analysis (CFA) of data from 563 students from two high schools also showed good model fit. Scores based on the three writing self-efficacy factors were investigated in relation to students' self-reported writing grades, their liking writing, , and Statewide Writing Assessment (SWA) scores. Results showed that writing ideation and self-regulation of self-efficacy were more closely related to liking writing than conventions of self-efficacy but less related than conventions self-efficacy to SWA scores.

There are many studies that investigated the relationship between EFL writing, and self-efficacy. They are as follows:

Abu Steit (2011) explored the effectiveness of a suggested self-efficacy based program in developing EFL writing skills with its four components (content, organization, language and mechanics) and

reducing writing apprehension among preparatory school students. The participants of the study were 42 female students who were enrolled at the second year during the academic year 2010/2011. Two instruments were developed: equi- versions of the writing test and a writing apprehension scale. These instruments were used as pre-posttests. A program based on self-efficacy was also developed. Results revealed that the subjects achieved more gains in their EFL writing skills with its four components and reduced their writing apprehension.

Zhang and Guo (2013) explored the relationships between English writing and domain-specific motivation and self-efficacy of Chinese EFL learners. The participants of the study were sixty-six English major students who were asked to complete a writing task and two self-designed questionnaires on English writing motivation and self-efficacy. The finding of the study showed that the students were largely not self-efficacious with respect to English writing although they had a relatively high motivation for English writing. The results indicated that English writing motivation, self-efficacy and English writing proficiency are significantly correlated with each other for English major freshmen, but not for sophomores. Moreover, there were significant differences between the two groups in terms of English writing proficiency, English writing self-efficacy and intrinsic motivation.

Hashemnejad, Zoghi and Amini (2014) examined the relationship between the learners' self-efficacy and their writing performance across genders. Specifically, this study investigated the self-efficacy and writing performance of Makoo and Marand EFL students majoring in TEFL. One hundred twenty learners were selected. Two instruments were designed and used for collecting data. At three different points in time, the participants were given writing assessments and were asked to respond to the questionnaires on self-efficacy. Results revealed that there was no significant relationship between male and female EFL students' self-efficacy and writing performance. In addition, there was a significant positive relationship in self-efficacy between female and male EFL students.

Another study was conducted by Khojasteh, Shokrpour and Afrasiabi (2016) to examine if there was any significant relationship between the students' writing self- efficacy and their writing performance. Another purpose for the study was to determine if there was a gender difference in the students' writing self-efficacy and their writing performance. The sample of the study was fifty-nine medical students (28 males and 31 females). The instruments used in this study were Writing Self- efficacy Questionnaire and Students' Writing Compositions. Pearson product- moment correlation was used for data analysis. The results of this study showed that there was not any significant relationship between the students' writing self-efficacy and their writing performance. In addition, there was not any significant relationship between male and female participants' self-efficacy and their writing performance.

El-Nagar (2016) examined the effectiveness of using habits of mind-based strategies (HoMSs) in improving preparatory stage pupils' writing skills and their self-efficacy. The targeted writing sub- skills were (Conventions, coherence, organization, word choice, and description). The study adopted the quasi-experimental design. The participants of the study were sixty students of the second year preparatory stage who were divided into two groups: an experimental group that received the HOMSS training and a control group that received the regular way. Instruments designed and used in the study were a writing test and a self-efficacy scale. Results showed that there were statistically significant differences between the control and experimental groups on both instruments (EFL writing test and self-efficacy scale) in favor of the experimental group. In addition, there were statistically significant differences between pre- and post-levels of the experimental group on both instruments in favor of the post level. These results indicated that the HOMSS led to developing pupils' EFL writing skills and self-efficacy in English language.

Kasapoglu-Akyol (2010) stated that technology becomes everywhere and the new generation gets familiar with it in the 21st century. Computer technologies have dramatically changed the ways of

how people can get information. Because of these reasons, schools and teachers need to be aware of the importance of improving their technological tools and skills to be able to attract the students` attentions and interests. In addition, using technology in classrooms also makes the lesson more efficient.

Noponen (2016) mentioned that learning in collaboration with others with the assistance of a computer has been found to improve learning results and increase learner's satisfaction in comparison to other online learning methods, when implemented successfully.

There are many online collaborative tools such as Web 2.0 Applications that can be used for developing students writing skills. Al-Chibani (2016) stated that online collaborative writing tools have been recently integrated within educational settings. There are many research papers, which showed the advantages of using these tools, especially in higher education settings, in enhancing the learning process and in developing students' motivation. According to Başal and Aytan (2014), using these applications can help teachers to create a more engaging, interactive and motivating learning environment in their lessons.

According to O'Reilly (2007), the term "Web 2.0" first appeared during a conference brainstorming session organized by Tim O'Reilly and Media Live International in 2004. Bartolomé (2008) mentioned that the term "Web 2.0" refers to sites and resources that have some common features. Web 2.0 presents a new way of designing participation, hosting services, and web-based communities, promoting creativity and sharing information. Web 2.0 consists of many new applications such as Wikis, Blogs and different ways of creating web pages.

Solomon and Schrum (2007) mentioned that Web 2.0 Applications are free web based programs such as word processors, spreadsheets, and presentation tools that can perform many familiar functions. There is an advantage to have web-based software such as enabling people, at different computers, use this software to collaborate on a single document or on sets of documents at the same time. Moreover, these applications allow multiple users to participate in

editing, commenting, and polishing a document collaboratively rather than working alone. *Web 2.0 Applications* also enable EFL learners to create learning experiences that enhance what they learn. In addition, these applications also have many features such as interconnectedness, immediacy, interactivity, communications, and community. All these features help students to learn. Moreover, ideas and concepts are connected to each other on the web through hyperlinks that help students find information that is necessary to develop their ability to reason and analyze.

Many studies have been conducted to investigate the effectiveness of using Web2 applications in EFL learners' writing self-efficacy. These studies are as follows:

Yantraprakorn , Darasawang and Wiriyakarun (2013) explored learners' self-efficacy with their writing skills and online learning skills and how the scaffolding support presented to learners during their learning process enhanced both types of their self-efficacy. The study was conducted with distance learners enrolled in an online English language-writing course at one of the well-known English language tutorial schools in Bangkok. The instruments of the study included an online survey questionnaire, telephone interview and document analysis. The data from the questionnaire showed that learners' overall writing self-efficacy was low whereas their online learning self-efficacy seemed to be quite high. Telephone interviews were used for gathering data .These telephone interviews showed the learners' perceptions of the usefulness of scaffolding provided in the course and how the perceptions related to the area in which they have low efficacy. The findings can contribute to how scaffolding can be provided in the distance-learning course.

Inceçay and Genç (2014) explored the impact of Self-blogging on the writing efficacy levels of university level advanced foreign language learners. Thirteen advanced Turkish EFL students at an English-medium university in Turkey participated in the study. Data for the study came from writing-efficacy scale and the semi-structured interviews with the participants. Although the results of the study did not reveal a significant

effect of Self-blogging on the foreign language learners' writing efficacy, it was clear that students' awareness regarding the importance of this tool and its useful applications increased in the end of the semester.

Peeters (2016) explored the effectiveness of using online peer collaboration through Facebook in developing first-year students' self-efficacy beliefs about their academic writing. The participants of the study were first-year students at North-West University. The instruments of the study were a test of the academic literacy levels and two questionnaires for assessing the accessibility of the social networking site, the participants' sense of comfort online, and their perceived levels of confidence and competence in academic writing. The students of the experimental group were asked to collaborate on a writing assignment through using Facebook. The results showed that the experimental group students had the sense of comfort in interacting collaboratively with their peers in online environment. Moreover, they feel confident in their academic writing practice.

Tai (2016) explored the effects of a collaborative online writing instruction on undergraduate nursing students' writing performance and self-efficacy beliefs. A single-group experimental design was used. The instruments of the study were the Scale for Rating Composition Tasks (SRCT) and a modified Writing Self-efficacy Questionnaire (the WSQ). The participants of the study were two hundred and nine learners who were selected from four classes at a nursing vocational university in southwestern Taiwan. Quantitative data were analyzed statistically using descriptive statistics, repeated measures MANOVA, explorative factor analysis (EFA), and structural equation modeling (SEM). The results showed that the collaborative online writing instruction effectively improved the learners' writing performances and influenced the learners' writing self-efficacy beliefs. In addition, both the learners' pre- and post-test self-efficacy levels had significant causal relationships with their individual learning progressions.

Context of the Problem:

Through the researcher's experience as an instructor of English, it was noticed the low level of the secondary stage students in writing self-efficacy. So, the researcher conducted a pilot study to make sure if the first year secondary school students' really lack writing self-efficacy. Therefore, the researcher developed a scale for measuring EFL secondary school students' writing self-efficacy beliefs which was adapted from the different scales of Williams (2012) and Bruning et al (2013). The scale consisted of ten items that represent the three dimensions of writing self-efficacy (ideation and organization, writing conventions, and self-regulation). The participants were asked to indicate their level of agreement with each statement. The response scale ranged from one to five, and values for the scale were as follows: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral or May be; 4 = Agree; 5 = Strongly Agree. Thus, a higher score obtained indicated a higher level of the EFL writing self-efficacy, whereas a lower score obtained indicates a lower level of the EFL writing self-efficacy. The results of this scale revealed that many students lack writing self-efficacy in terms of its three dimensions of writing self-efficacy (ideation and organization, writing conventions, and self-regulation). Regarding their beliefs about mastering ideation and organization skills, the results of the scale showed that the students could not write many ideas for their writing, they could not easily write examples to support their ideas and they could not write a good paragraph with topic sentence. Regarding their beliefs about mastering writing conventions skills, the results of the scale showed that the students could not write with correct spelling, they could not punctuate their sentences correctly, they could not use the grammar rules that they learned in class easily and correctly and they could not use all parts of speech correctly. Regarding their beliefs about mastering self-regulation skills, the students could not think of their writing goals before beginning to write, they could not use the style that is appropriate to the task, and they could not edit their compositions and could not correct mistakes in punctuation, capitalization, paragraph structure and grammatical errors.

Besides, some studies asserted that the secondary school students lack writing self-efficacy. For example, Abdel-Rahman (2017) developed the Egyptian EFL secondary school students' writing performance, writing self-efficacy and reducing their writing apprehension by utilizing authentic materials based on journal writing and logs program. The results of the study proved the effectiveness of utilizing authentic materials based on journal writing and logs program on developing the experimental group students' writing performance, writing self-efficacy and reducing their writing apprehension.

Statement of the Problem:

The secondary school students lack writing self-efficacy. Therefore, this study is an attempt to develop their writing self-efficacy through using a program based on the web2 applications specifically using Google documents and wikis.

Questions of the Study:

The present study was an attempt to answer the following main question:

"What is the impact of a program based on web2 applications on developing EFL secondary school students' writing self-efficacy?"

The following sub-questions were derived from the above mentioned question:

- 1- What is the actual level of the first year secondary school students' writing self-efficacy?
- 2- How can a program based on Web2 applications be designed to develop the EFL first year secondary school students' self-efficacy?
- 3- What is the impact of a program based on Web2 applications on developing EFL first year secondary school students' writing self-efficacy?

Purposes of the study:

The study aims at:

- Developing the EFL first year secondary school students' writing self-efficacy.

- Designing a program based on the web2 applications for developing EFL first year secondary school students' writing self-efficacy.
- Examining the impact of a program based on the web2 applications on developing the EFL first year secondary school students' writing self-efficacy.

Significance of the study:

This study is hoped to be significant to:

Students :

- It might be useful for them to develop their writing self-efficacy.

Teachers:

- Providing teachers of English with a model of a program based on the web2 applications to be used for developing EFL first year secondary school students' writing self-efficacy.
- Attracting English teachers' attention to the importance of psychological factors such students' self-efficacy in teaching writing skills.

EFL Curricula Designers:

It might be useful for them through planning the EFL course prescribed for the secondary school students.

EFL Researchers:

This study might pave the way for other researchers to conduct further studies on using web2 applications in EFL teaching and writing self-efficacy.

Delimitations of the study:

The study was delimited to:

- The participants of the study were a random sample of the EFL first year secondary school students at El- Sayeda Khadega Secondary School for Girls in Zagazig , Sharkia Governorate. The researcher selected this sample because the students at public schools are not good at writing skills because they are not trained

well to write skillfully. Consequently, they do not have positive beliefs about their writing self-efficacy.

- A limited duration for administering a program based on the web2 applications (the first semester of the academic year 2018/2019).
- Some web2 applications were used during the experimentation specifically Google documents and wikis. These two applications were used because they are examples of technological collaborative writing applications which can be used for developing EFL students' writing self-efficacy.

Instruments of the study:

- Writing self-efficacy dimensions' questionnaire
- Writing self-efficacy scale.

The study hypotheses:

The hypotheses of the study can be shown as follows:

- 1- There is a statistically significant difference between the mean scores of the experimental group and the control group in their performance of the post administration of the writing self-efficacy scale as a whole and its sub-dimensions; in favor of the experimental group.
- 2- There is a statistically significant difference between the mean scores of the experimental group in their performance of the pre and post administrations of the EFL self-efficacy scale in favor of the post administration.
- 3- The program based on the Web2 Applications is effective in developing the experimental group students' writing self-efficacy.

Definitions of Terms

Self-efficacy

According to Tanyer (2015), Self-efficacy indicates the belief in one's ability to manage something.

Richards and Schmidt (2010) defined Self-efficacy as “a person's beliefs in their own capabilities and ability to attain specific goals. The learners' sense of efficacy affects their motivation to learn, the goals they

set, the effort they devote to attaining these goals and their willingness to persist in facing difficulty”.

In this study, Self-efficacy can be operationally defined as the first year secondary school students' positive beliefs about their writing capabilities regarding their mastery of ideation and organization skills, writing conventions skills, and self-regulation skills that enable them to complete the writing task with the acceptable level of performance.

Web 2

Bosco (2009) defined Web 2.0 as a set of internet applications that allow participation, collaboration, and users' interaction. Web 2.0 provides formats that enable users to collaborate and to create and share content. The Web 2.0 applications that are most relevant to education include wikis, blogs, collaborative learning games, social networking, virtual reality, posting of video/pictures/music/stories, collaborative tagging, and polling”

In this study, web 2 applications can be operationally defined as “a set of online collaborative writing applications, specifically Google docs and wikis, which can be utilized for developing EFL secondary school students' writing self-efficacy by enabling them to collaborate in practicing the different phases of writing process for creating, sharing the content, peer editing and providing positive feedback on other groups' writing tasks”.

The program based on the web 2 applications

The program based on the web 2.0 applications has many features which can be shown as follows:

- 1- Providing the participants with different writing tasks and activities that enabled them to get more exposure to writing skills. The carefully selected writing activities and tasks were suitable for the students' academic level and the individual differences among them. In addition, Wiki activities provided the participants with a set of instructions that enabled them to organize the steps of their writing and to carry out the required activities.

- 2- Providing the participants with many different opportunities to practice collaborative writing activities such as brainstorming, outlining, drafting, reviewing, revising and copyediting.
- 3- Encouraging students' collaboration in writing tasks by dividing the class into sub-group and assigning roles for each member of the group such as : drafter, reviewer and editors
- 4- Encouraging students' exchange of ideas, learning how to negotiate with others and how to evaluate other groups' writings in a socially acceptable way.
- 5- Enabling students to write collaboratively using collaborative writing applications such as: Wikis and Google Docs.
- 6- Increasing students' opportunities of interaction with their teacher and their classmates.
- 7- Providing the participants with the facility to give and receive corrective feedback about their writing tasks through using Wikis and Google Docs. As a result, the students learned their mistakes and they revised their writing before submission.
- 8- Using Wikis and Google Docs provided the participants with the facility to edit other groups' writings , comment on them , provide many suggestions and instant feedback for improving their writings
- 9- Integrating audio files, videos, pictures and web links in the all sessions of the program through using Wikis and Google Docs created an interesting learning environment for EFL teaching writing skills. Moreover, this differentiates between the regular method of teaching and the integration of web2 applications in EFL teaching.
- 10- The program based on the web 2.0 applications was a student-centered program; the student had an active and a central role in the learning process. The student became self-directed by learning .They depended on themselves and used many learning activities. In addition, the teacher's role was a guide and a facilitator of the learning process.

- 11- Providing the participants with the opportunity to learn through modeling. The Wikis and Google Docs sites were available for participants all days of the experiment because they are Internet-based. This means they are available for students 24 hours a day, 7 days a week so they could log in these sites, make use of the model paragraphs, biographies, informal emails, and essays and visit different websites ,provided by the researcher, to learn how to write different forms of writing. Moreover, students could learn from other groups' writings and mistakes and acquire new vocabularies.
- 12- Increasing students' awareness of the process approach to teaching writing with its three phases represented in pre- writing, while- writing and post- writing phase.
- 13- Motivating students through utilizing various technologies represented in Web2 Applications, such as Wikis and Google Docs. The experimental group students were highly motivated and excited about using these technological applications for many reasons. First, the corrective feedback, obtained from the students' teacher and their classmates, motivated students to ask for more extra time in the computer lab to check the editing status or to edit their writing or to edit other groups' writings. Second, every student in the class collaborated in the writing assignment and had a role in the writing process. Therefore, this helped students have the sense of responsibility for their work and have a lot of audience who might edit their writings and who might expect to receive comments from them about their writings. Finally, ease access of Wikis and Google Docs sites from any computer with internet access motivated students create, edit and share their writing with other groups and at any time and from any place.
- 14- Deepening the participants' writing motivation in terms of possessing positive attitudes toward writing, possessing purpose, displaying writing, and flow of writing.

15- Increasing the participants' beliefs about their writing self-efficacy in terms of ideation and organization, writing conventions, and self-regulation .as a result, their writing self-efficacy beliefs were developed.

The study results

The results of the study were presented in the light of the study hypotheses using the statistical package for social science (SPSS)

Validating the study hypotheses

Hypothesis one

"There is a statistically significant difference between the mean scores of the experimental group and the control group in their performance of the post administration of the writing Self-efficacy scale as a whole and its sub-dimensions; in favor of the experimental group". For validating this hypothesis, the independent samples t-test was used. Table (1) presents t values of the post administration of the EFL the writing Self-efficacy scale to the experimental and control group

Table (1)

The t values of the post administration of the EFL the writing Self-efficacy scale to the experimental and control groups.

The group	The EFL writing self-efficacy sub-dimensions	N	Mean	Std. deviation	t values	Sig.
Experimental group	ideation and organization	35	16.80	1.62	4.55	.01
Control group		35	14.91	1.83		
Experimental group	writing conventions	35	29.00	1.45	4.65	.01
Control group		35	27.40	1.41		
Experimental group	self-regulation	35	29.20	2.23	5.74	.01
Control group		35	26.51	1.63		
Experimental group	Total	35	75.00	1.66	16.003	.01
Control group		35	68.83	1.56		

Table (1) indicates that the experimental group surpassed the control group in the post administration of the EFL writing self-efficacy scale as a whole and its sub dimensions (ideation and organization,

writing conventions, and self-regulation). Being (16.003), the t- value was significant. In addition, the t-value was significant for each sub dimension (ideation and organization: 4.551, writing conventions: 4.658, and self-regulation: 5.742). According to these results, the first hypothesis was accepted.

Hypothesis two

"There is a statistically significant difference between the mean scores of the experimental group in their performance of the pre and post administrations of the EFL self-efficacy scale in favor of the post administration". For validating this hypothesis, the paired samples t-test was used. Table (2) compares the pre to post administrations of the EFL writing self-efficacy scale of the experimental group

Table (2)
Comparing the pre to post administrations of the EFL writing self-efficacy scale of the experimental group

The writing self-efficacy scale	The sub-dimensions	N	Mean	Std. deviation	t values	Sig.
Pre writing self-efficacy scale	ideation and organization	35	13.94	1.697	26.07	.01
Post writing self-efficacy scale		35	16.80	1.623		
Pre scale	writing conventions	35	26.63	1.352	21.73	.01
Post scale		35	29.00	1.455		
Pre scale	self-regulation	35	25.94	1.939	19.65	.01
Post scale		35	29.20	2.233		
Pre scale	Total	35	66.51	1.269	38.86	.01
Post scale		35	75.00	1.663		

Table (2) shows that the experimental group did better in the post administration of the writing self-efficacy scale as a whole and its sub-dimensions (ideation and organization, writing conventions, and self-regulation) than in the pre administration. Being (38.86), the t value was significant. In addition, the t value of each sub dimension was significant (ideation and organization: 26.07, writing conventions: 21.73, and self-regulation: 19.65). Thus, the second hypothesis was accepted.

Hypothesis three

"The program based on the Web2 Applications is effective in developing the experimental group students' writing self-efficacy". For validating this hypothesis, Cohen's Equation was used.

$$\text{Cohen's Formula: } \eta^2 = \frac{t^2}{t^2 + df} \quad \mathbf{D = Es} = 2 \sqrt{\frac{\eta^2}{1 - \eta^2}}$$

η^2 = Eta-squared

T= T-test value

Df= Degree of freedom

D= Es= Effect size

Table (3) presents the Effect Size (E.S.) of the program based on the Web2 Applications in writing self-efficacy.

Table (3)

The Effect Size (E.S.) of the program based on the Web2 Applications in writing self-efficacy

The dimensions	t value	Df	η^2	ES	Interpretation
ideation and organization	26.07	34	.95	8.94	Large
writing conventions	21.73	34	.93	7.45	Large
self-regulation	19.65	34	.91	6.740	Large
The writing self-efficacy scale as a whole	38.86	34	.97	13.32	Large

Being (13.32), the (ES) was large. The ES for each sub dimension was large (ideation and organization: 8.94, writing conventions: 7.45, and self-regulation: 6,74). The Program based on the *Web2 Applications* could be considered effective in developing writing self-efficacy and its sub-dimensions (ideation and organization, writing conventions, and self-regulation) .Thus the third hypothesis was accepted.

Discussion of the results

The statistical analysis of the obtained results helped better understand and interpret the apparent improvement in the experimental group's writing self-efficacy. Thus, these results could be discussed in the light of the study hypotheses and relevant literature.

Regarding the first hypothesis, the results of the current study showed that there was a statistically significant difference between the mean scores of the experimental group and the control group in their performance of the post administration of the writing self-efficacy scale as a whole and its sub-dimensions; in favor of the experimental group. This means that the students of the experimental group outperformed their peers in the control group in the post scale of the EFL writing self-efficacy in terms of the main dimensions of writing self-efficacy (ideation and organization skills, writing conventions skills, and self-regulation skills). The students' positive beliefs of their writing self-efficacy concerning using ideation and organization skills were developed. These positive beliefs were demonstrated in the students' ability to write many ideas, write a lot of original ideas, write ideas in a suitable place in writing, write examples to support ideas, write very-well-organized compositions, and write a good paragraph with topic sentence. In addition, the students' positive beliefs of their writing self-efficacy concerning using writing conventions skills were developed. The students were able to write with correct spelling, punctuate sentences correctly, write authentic sentences, use grammatical rules in the class easily and correctly, produce sentences using correct word order, write verbs in different tenses correctly, write compound and complex sentences with grammatical rule, use transition words appropriately, and use conjunctions ,pronoun referencing correctly ,demonstratives and determiners correctly. Finally, the students' self-regulation skills were developed. The students had the ability to think of their writing goals before writing, use the style that is appropriate to the task, start writing on a given topic easily without difficulty, manage their time efficiently to meet a deadline on a piece of writing, edit their compositions, correct mistakes in punctuation, capitalization, paragraph structure and grammatical errors. They could determine and use the suitable sources of information for any writing topic, cover all the information needed within a given topic easily, express and support their point of view, and write a brief and an informative overview of a given topic, in spite of making mistakes occasionally. They could generally

write good compositions, use a wide range of vocabulary in the compositions such as using synonyms rather than repeating the same words many times, and they could use suitable words that explain what they want.

The online nature of the program based on the *Web2 Applications* developed students' writing self-efficacy. *Wikis* and *Google Documents* were very influential applications that can be used for developing EFL students' writing self-efficacy. The carefully selected writing activities and tasks were suitable for the students' academic level and the individual differences among them. In addition, *Wiki* and *Google Docs* activities provided the participants with a set of instructions that enabled them to organize the steps of their writing and to carry out the required activities. During the administration of the program, it was noted that the students were more likely to make an effort to do the task. They had the sense of confidence about the writing tasks and they were ready to be engaged in the writing tasks. After being involved in the program based on the *Web2 Applications*, the participants had high positive beliefs about their writing abilities and had high self-efficacy beliefs.

Regarding the second hypothesis, the results of the current study showed that there was a statistically significant difference between the mean scores of the experimental group in their performance of the pre and post administrations of the EFL writing self-efficacy scale in favor of the post administration. The students' progress in the post administration could be attributed to using the program based on the *Web2 Applications*. During the experiment, the students were given a chance to pay attention to the different phases of the writing process represented in pre-writing, while-writing and post-writing phase. The researcher did not focus only on evaluating students' writings but she paid attention to how they get ideas by brainstorming, how they make the first draft of their writing, how they get feedback from their classmates and their teacher, and how they correct their mistakes and finally how to make a final copy of their writing. This increased the students' awareness of the process approach to teaching writing and

resulted in an increase in the students' beliefs about their writing self-efficacy. Moreover, this program is a student-centered one; the student had an active and a central role in the writing process. They depended on themselves and used many writing activities, which helped students develop their beliefs about writing self-efficacy.

Regarding the third hypothesis, the results of the current study also showed that the program based on the *Web2 Applications* is effective in developing the experimental group students' writing self-efficacy. These results were similar to the results of other studies (e.g., Yantraprakorn, Darasawang & Wiriyakarun ,2013 and Zarei, & Hashemipour ,2015) which proved the effectiveness of using *CALL/Web-based Instruction* in learners' general and academic self-efficacy. In addition, Peeters (2016) explored the effectiveness of using online peer collaboration through Facebook in developing first-year students' self-efficacy beliefs about their academic writing. Tai (2016) also confirmed the importance using technology for developing students' self-efficacy. It can be concluded that the current study is in common with the previous studies concerning the necessity of developing EFL writing self-efficacy through using technology and making use of utilizing different *Web2 Applications*.

To sum up, the current study showed that the program based on the *Web2 Applications* is effective in developing EFL secondary school participants' writing self-efficacy. In the post administration of the writing self-efficacy scale, the participants were able to get higher marks. They mastered writing self-efficacy sub-dimensions such as ideation and organization, writing conventions, and self-regulation skills.

Conclusions

The program based on the *Web2 Applications* proved to be effective in developing EFL students' writing self-efficacy in terms of its main dimensions (ideation and organization skills, writing conventions skills, and self-regulation skills).The students' positive beliefs of their writing self-efficacy concerning using ideation and organization skills were developed. These positive beliefs were demonstrated in the students' strong beliefs in their ability to write many

ideas, write a lot of original ideas, write ideas in a suitable place in writing, write examples to support ideas, write very-well-organized compositions, and write a good paragraph with topic sentence. In addition, the students' positive beliefs of their writing self-efficacy concerning using writing conventions skills were developed. The students believed in their ability to write with correct spelling, punctuate sentences correctly, write authentic sentences, use grammatical rules in the class easily and correctly, produce sentences using correct word order, write verbs in different tenses correctly, write compound and complex sentences with grammatical rule, use transition words appropriately, and use conjunctions ,pronoun referencing correctly ,demonstratives and determiners correctly. Finally, the students' positive beliefs of their writing self-efficacy concerning self-regulation skills were developed. The students believed in their ability to think of their writing goals before writing, use the style that is appropriate to the task, start writing on a given topic easily without difficulty, manage their time efficiently to meet a deadline on a piece of writing, edit their compositions, correct mistakes in punctuation, capitalization, paragraph structure and grammatical errors. They could determine and use the suitable sources of information for any writing topic, cover all the information needed within a given topic easily, express and support their point of view, and write a brief and an informative overview of a given topic, in spite of making mistakes occasionally. They could generally write good compositions, use a wide range of vocabulary I the compositions such as using synonyms rather than repeating the same words many times, and they could use suitable words that explain what they want.

Recommendations

In the light of the study results and discussion, the following recommendations could be presented:

- 1- The new technological collaborative writing tools such as Web2 Applications should be integrated in the EFL classroom to develop EFL students writing self-efficacy.
- 2- The EFL teachers should make use of the different features of Wikis and Google Docs such as integrating audio files, videos,

- pictures and web links that create an interesting learning environment for EFL teaching writing skills.
- 3- Teachers should encourage their students to be active participants in the learning process through their participation in online collaborative writing tasks utilizing *Web2 Applications*.
 - 4- Conducting training courses and workshops that aim at training the EFL teachers how to integrate and utilize *Wikis* and *Google Docs* in teaching the EFL writing instruction
 - 5- Faculties of education should prepare their prospective teachers to integrate technology, make use of it in designing English curriculums and to adopt the recent technological innovations in EFL teaching.
 - 6- Curricula designers should design more effective English language courses based on *Web2 Applications* for different educational stages.
 - 7- Curricula designers should activate the role of *Wiki* and *Google Docs* in changing the student's role in the learning process to be an active participant .Furthermore; the teacher's role should be changed to be a guide and a facilitator of the learning process.
 - 8- Schools must be equipped with modern computers that are connected with the internet freely that enable teachers and students to use the *Web2 Applications* in the EFL teaching inside and outside school
 - 9- The EFL teachers should take into consideration the importance of the EFL students' motivation and its great effect on learning English
 - 10- The EFL teachers should help their students be highly motivated toward writing through developing their positive attitudes toward writing, possessing purpose for their writing, encouraging them to display their writing, and developing their flow of writing
 - 11- The EFL teachers should use effective strategies and innovative techniques such as using technological collaborative writing tools such as *Web2 Applications*, and utilizing collaborative writing activities for developing the EFL students' writing motivation.

- 12- The EFL teachers should provide their students with interesting material and enjoyable lessons that are suitable to their needs, their academic level and their individual differences and which attract their attention and motivate them to write.
- 13- The EFL teachers should integrate audio files, videos, pictures and web links that create an interesting learning environment that motivate students to write.

Suggestions for further research:

Depending on the study results, the following areas are suggested for further research:

- 1- More experimentation is needed to investigate the effectiveness of utilizing the other Web2 Applications in developing the EFL students' writing self-efficacy in different educational stages.
- 2- Further studies can be developed to investigate the effectiveness of using different Web2 Applications such as Blogs, EtherPad, Edmodo, Skype, Sparkfoloi ,YouTube , Flickr ,Facebook, MySpace, and Twitter in developing the EFL students' writing self-efficacy.
- 3- Further studies can be conducted to determine the relationship between using Web2 Applications and other psychological factors such as anxiety, success and failure attributions and creativity.
- 4- More experimentation is needed to explore the effectiveness of utilizing collaborative Web2 Applications such as Google Docs, Wikis and Blogs in developing the EFL students' social communication skills and collaborative writing.
- 5- More studies are needed to investigate the effect of utilizing Google Docs on developing the EFL students' writing.
- 6- Investigating the effectiveness of integrating the program based on the Web2 Applications in developing the EFL students'

attitudes towards studying English, reading and writing awareness.

- 7- Further studies are needed to provide effective strategies for developing the EFL students' writing self-efficacy.
- 8- Further studies are needed to examine the relationship between self-efficacy and other psychological factors such as anxiety, success and failure attributions, and creativity.
- 9- Further studies are needed to design many training programs for pre- and in- service English language teachers aiming at improving their awareness of the EFL students' self-efficacy.
- 14- Further studies are needed to investigate the EFL self-efficacy of other categories of learners such as blind, deaf, low achievers or talented students.
- 15- Rehabilitation training is needed as remedial intervention to develop the EFL students' writing self-efficacy .

References

- Abdel-Rahman,S.A.(2017). *Utilizing authentic materials based on journal writing and logs to develop EFL first year experimental language secondary school students' writing performance, writing self-efficacy, and reduce their writing apprehension* (Doctoral dissertation, Faculty of Education, Zagazig University, Sharkia Governorate,Egypt). Retrieved from http://srv3.eulc.edu.eg/eulc_v5/libraries/start.aspx?ScopeID=1.&fn=SearchInterface&flag=Thesis
- Abu Steit,S. A.A. (2011). *A suggested self –efficacy –based program to develop preparatory school pupils' EFL writing skills & reduce their writing apprehension* (Master thesis, Faculty of Education, Minoufiya University,Egypt) . Retrieved from http://www.eulc.edu.eg/eulc_v5/Libraries/Thesis/BrowseThesisPages.aspx?fn=PublicDrawThesis&BibID=11509434
- Al-Chibani ,W.(2016, July 7-9). *Impact on student motivation of integrating Google docs within a remedial English writing class*. ICICTE 2016 Proceedings, Rhodes,Greece. Retrieved from <https://www.researchgate.net/publication/309428588>
- Aliegro, J. C. (2006). *The effect of self-assessment on the self-efficacy of students studying Spanish as a foreign language* (Doctoral dissertation, Graduate Faculty of School of Education, University of Pittsburg, Pennsylvania).
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (4, pp. 71-81). New York: Academic Press.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual review of psychology*, 52,1-26. Retrieved from <https://www.uky.edu/~eushe2/Bandura/Bandura2001ARPr.pdf>

- Bartolomé, A. (2008). Web 2.0 and new learning paradigms. e Learning Papers N° 8. ISSN: 1887-1542. Retrieved from <https://www.google.com.eg/#q=web+2.0+and+new+learning+paradigms>
- Basal, A., & Aytan, T. (2014). Using web 2.0 tools in English language teaching. *International Conference ICT for Language Learning*. 7th Edition Pixel. Italy. Retrieved From <http://conference.pixel-online.net/ICT4LL/files/ict4ll/ed0007/FP/1314-ICL807-FP/ICT4LL7.pdf>
- Bosco, J. (2009). Web 2.0 in schools: Status, issues, prospects. *Redefining Teacher Education in a Digital Age*.
- Bruning, R., Dempsey, M., Kauffman, D. F., McKim, C., & Zumbrunn, S. (2013). Examining dimensions of self-efficacy for writing. *Journal of Educational Psychology*, 105(1), 25-38. doi: 10.1037/a0029692
- El-Nagar, N.G.A. (2016). *The impact of Habits of mind (HOM) based strategies on enhancing EFL writing skills and self-efficacy for preparatory school pupils* (Master thesis, Faculty of Education, Mansoura University, Dakahlia Governorate, Egypt). Retrieved from http://srv3.eulc.edu.eg/eulc_v5/Libraries/Thesis/BrowseThesisPages.aspx?fn=PublicDrawThesis&BibID=12309892
- Hashemnejad, F., Zoghi, M., & Amini, D. (2014). The relationship between self-efficacy and writing performance across genders. *Theory and Practice in Language Studies*, 4(5), 1054-1052. doi:10.4304/tpls.4.5.1045-1052
- Inceçay, G. & Genç, E. (2014). University level EFL students' self blogging to enhance writing efficacy. *Procedia - Social and Behavioral Sciences*, 116 (2014), 2640 – 2644. Retrieved from <http://www.sciencedirect.com/science/article/pii/S1877042814006442>

- Kasapoglu-Akyol, P. (2010). Using educational technology tools to improve language and communication skills of ESL students. *Research on Youth and Language*, 4(2), 225-241. Retrieved from http://www.dphu.org/uploads/attachements/books/books_4761_0.pdf
- Khojasteh,L. Shokrpour,N. Afrasiabi,M.(2016). The relationship between writing Self-efficacy and writing performance of Iranian EFL students. *International. Journal of Applied Linguistics & English Literature*, 5 (4),29-37
doi: <http://dx.doi.org/10.7575/aiac.ijalel.v.5n.4p.29>
- Noponen, M.(2016). Learners' motivation to collaborate in online learning environments: A situational and social network analysis (Master's thesis, Faculty of Behavioral Sciences, University of Helsinki). Retrieved from https://helda.helsinki.fi/bitstream/handle/10138/163637/Noponen_Thesis.pdf?sequence=2
- O'Reilly, T. (2007). What is Web 2.0: Design Patterns and Business Models for the Next Generation of Software. *Communications & Strategies*, 65(1st quarter, 2007),17-37. Retrieved from [https://www.google.com.eg/?gws_rd=ssl#q=\).+What+is+Web+2.0:+Design+PatterPa+and+Business+Models+for+the+Next+Generation+of+Software+pdf](https://www.google.com.eg/?gws_rd=ssl#q=).+What+is+Web+2.0:+Design+PatterPa+and+Business+Models+for+the+Next+Generation+of+Software+pdf)
- Pajares, F., & Valiante, G. (1999). Grade level and gender differences in the writing self-beliefs of middle school students. *Contemporary Educational Psychology*, 24, 390-405. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0361476X9890995X>
- Peeters,W.(2016). Developing first-year students' self-efficacy beliefs about academic writing through online peer collaboration: The case of Facebook. *Journal for Language Teaching* ,50(2),79 – 101. Retrieved from <http://dx.doi.org/10.4314/jlt.v50i2.4>

- Richards, J. C., and Schmidt, R. (2010). Longman dictionary of language teaching and applied linguistics (4th Ed), Edinburgh Gate, Harlow, the United Kingdom: Pearson Education Limited.
- Solomon, G., & Schrum, L. (2007). Web 2.0 new tools, new schools. Washington ,DC:International Society for Technology in Education.
- Tai,H.(2016). Effects of collaborative online learning on EFL leaners' writing performance and self-efficacy. *English Language Teaching*, 9(5),119-133. doi.105539/eltV9n5p119
- Tanyer,S. (2015). The role of writing and reading self-efficacy in first-year preservice EFL teachers' writing performance. *Procedia - Social and Behavioral Sciences*, 199 (2015) 38 – 43. doi: 10.1016/j.sbspro.2015.07.484
- Williams,H.M.(2012). Third grade students' writing attitudes, self-efficacy beliefs, and achievement (Master thesis, Faculty of the Graduate School, University of Maryland, College Park). Retrieved from https://www.google.com.eg/?gws_rd=ssl#q=Third+grade+students%E2%80%99+writing+attitudes%2C+self+efficacy+beliefs%2C+and+achievements+%28&btnK=%D8%A8%D8%AD%D8%AB+Google%E2%80%8F
- Yantraprakorn, P., Darasawang, P. & Wiriyakarun, P. (2013, March 15-16). Enhancing self-efficacy through scaffolding. The Proceedings of the Third International Conference on Foreign Language Learning and Teaching, The Ambassador Hotel, Bangkok, Thailand. Retrieved from http://litu.tu.ac.th/FLLT2013/www.flit2013.org/private_folder/Proceeding/284.pdf
- Zarei,A.A. & Hashemipour, M.(2015). The effect of computer–assisted language learning (CALL)/web-based instruction on EFL

learners' general and academic self-efficacy. *Academie Royale Des Sciences D Outer-Mer Bulletin Des Seances*,4(4July),108-118. Retrieved from <https://www.researchgate.net/publication/312470789>

Zhang, Y. Y. & Guo, H. (2013). A study of English writing and domain-specific motivation and self-efficacy of Chinese EFL learners. *Journal of Pan-Pacific Association of Applied Linguistics*, 16(2), 103-123. Retrieved from http://210.101.116.28/W_files/kiss10/8g900079_pv.pdf

Appendices

- **Appendix A.** The pilot study (the EFL writing self-efficacy scale)
- **Appendix B.** The EFL writing self-efficacy dimensions questionnaire
- **Appendix C.** The EFL writing self-efficacy scale.
- **Appendix E:** The program based on the Web 2.0 applications

Appendix A: The pilot study (the EFL writing self-efficacy scale)

Name:

Academic Year:

Date:

Dear student:

In this part, you should answer the following questions concerning your beliefs about your writing self-efficacy. Please read the following statements and give a sincere answer for each one of them that expresses your degree of agreement / disagreement by ticking (√) in the appropriate column. You should indicate whether you strongly disagree, disagree, neutral or may be, agree, or strongly agree with the statement. Please take your time, try to be as honest as possible, answer all the statements and do not leave out any of them. Thank you for your cooperation.

عزيزى الطالب

في هذا الجزء يجب عليك أن تجيب على الأسئلة التالية المتعلقة بمعتقداتك نحو كفاءتك الذاتية فى الكتابة. يرجى قراءة العبارات التالية وإعطاء إجابة صادقة لكل منها على أن تعبر إجابتك عن مدى اتفاقك أو اختلافك معها ، وذلك بوضع علامة (√) فى العمود المناسب الذى يتفق مع إجابتك . يجب أن تشير عما إذا كنت لا توافق بشدة، أو لا توافق، أو محايد، أو توافق، أو توافق بشدة على كل عبارة. الرجاء أخذ الوقت المناسب للإجابة بمنتهى الأمانة وأن تجيب على كل العبارات ولا تترك أي منها. ونشكركم على حسن تعاونكم.

N	Items	Strongly disagree غير موافق بشد	Disagree غير موافق	Neutral or Maybe محايد	موافق Agree	Strongly Agree موافق بشده
The statement I have self-efficacy to writing English as a foreign language because I master the ideation and organization skills such as : أنا لدى كفاءة ذاتية فى الكتابة باللغة الانجليزية كلغة اجنبية حيث أننى أتمكن من مهارات التنظيم والتفكير مثل :						
1	I can write many ideas for my writing. استطيع كتابة العديد من الأفكار لما أكتبه	1	2	3	4	5
2	I can easily write examples to support my ideas أستطيع بسهولة كتابة أمثلة تدعم أفكاري					
3	I can write a good paragraph with topic sentence . استطيع كتابة فقرة تبدأ بجملة رئيسية					
The statement I have self-efficacy to writing English as a foreign language because I master writing conventions skills such as : أنا لدى كفاءة ذاتية فى الكتابة باللغة الانجليزية كلغة اجنبية حيث أننى أتمكن من مهارات الكتابة المتعارف عليها مثل :						
4	I can write with correct spelling. استطيع الكتابة بدون أخطاء املائية	1	2	3	4	5
5	I can punctuate my sentences correctly. استطيع كتابة الجمل مستخدما علامات الترقيم بشكل صحيح					
6	I can use the grammar rules that I learned in class easily and correctly. استطيع استخدام القواعد النحوية التي تعلمتها في الصف بسهولة وبشكل صحيح					
7	I can use all parts of speech correctly استطيع استخدام جميع أجزاء الكلام بشكل صحيح					
The statement I have self-efficacy to writing English as a foreign language because I master self-regulation skills such as : أنا لدى كفاءة ذاتية فى الكتابة باللغة الانجليزية كلغة اجنبية حيث أننى أتمكن من مهارات التنظيم الذاتى :						
8	I can think of my writing goals before I write. أستطيع التفكير في الاهداف الكتابية لما أكتب قبل أن ابدأ فى الكتابة					
9	I can use a style that is appropriate to the task (e.g. if I am asked to write a					

N	Items	Strongly disagree غير موافق بشد	Disagree غير موافق	Neutral or Maybe محايد	موافق Agree	Strongly Agree موافق بشده
	report, I can use the appropriate conventions to write it. يمكنني استخدام النمط الكتابي المناسب لكل مهمة كتابية على سبيل المثال يمكنني استخدام الاسس المتعارف عليها في كتابة التقرير إذا ما طلب مني كتابته					
10	I can edit my compositions and correct mistakes in punctuation, capitalization, paragraph structure and grammatical errors. يمكنني تصحيح الأخطاء في كتاباتي وتتضمن تلك المتعلقة بعلامات الترقيم، الرسملة، بنية الفقرة والأخطاء النحوية					



**Faculty of Education
Department of Curricula, Instruction,
and Educational Technology**

**Appendix B. The EFL writing self-efficacy dimensions questionnaire
(the initial version)**

Dear Jury member/.....

The following is a writing self-efficacy questionnaire for a Ph.D. study entitled " The effectiveness of a Program Based on the Web2 Applications in Developing EFL Secondary School Students' Writing Skills, their Motivation and Self-efficacy". The purpose of this questionnaire is to specify the main dimensions of the EFL writing self-efficacy for the first year secondary school students. There are three main dimensions for this variable, which are ideation and organization, writing conventions, and self-regulation. Each one of these main dimensions has many statements, which are shown in the questionnaire. You are kindly requested to determine the degree of importance of each dimension by ticking (√) before each statement in the suitable place. The degree of importance of each dimension is determined on the basis of three levels. The first level (very important) takes 3 scores. The second level (important) takes 2 scores. The third level (less important) takes 1 score.

I would be grateful if you give me your comments and suggestions, if any, on the spaces provided.

.....
.....
.....
.....

I sincerely appreciate your cooperation, thank you.

The researcher
Heba Fathy Mohammed Ramadan

**The EFL writing self-efficacy dimensions questionnaire
(the initial version)**

N	Writing Self-efficacy Dimensions	Very important(3)	important (2)	Less important (1)
Ideation and organization				
The first year secondary school student has writing self-efficacy in English as a foreign language when				
1	He /she can write many ideas for his / her writing.			
2	He /she can easily generate ideas to write about			
3	He /she can write a lot of original ideas			
4	He /she can write his /her ideas in a suitable place in his/ her writing.			
5	He /she can put his/ her ideas in writing.			
6	He / she can easily write examples to support his/ her ideas			
7	He / she can justify his/ her ideas in his/ her compositions.			
8	He / she can write very-well-organized compositions.			
9	He / she can write effective beginnings that attract the audience's attention and make them want to read more.			
10	He / she can write effective endings that feel finished and give the audience something to think about.			
11	He / she can write the topic sentence and support it with relevant details			
12	He / she can write an appropriate conclusion for his/ her essay			
13	He / she can use the metaphorical meanings of words when writing			
14	He / she can write a good paragraph with a topic sentence			
15	He / she can begin his/ her paragraphs in the right spots.			
Writing Conventions				
The first year secondary school student has writing self-efficacy in English as a foreign language when				
16	He / she can write with correct spelling.			
17	He / she can punctuate his/ her sentences correctly.			
18	I can write authentic sentences (semantically and syntactically correct)			
19	He / she can use the grammar rules that he /			

N	Writing Self-efficacy Dimensions	Very important(3)	important (2)	Less important (1)
	she learned in class easily and correctly.			
20	He / she can use the suffixes and prefixes correctly when writing			
21	He / she can produce sentences using correct word order (e.g. statements, questions and imperatives).			
22	He / she can use possessive nouns appropriately.			
23	He / she can use active and passive correctly			
24	He / she can write verbs in different tenses correctly			
25	He / she can use all parts of speech correctly			
26	He / she can use English singulars and plurals			
27	He / she can write compound and complex sentences with grammatical structure.			
28	He / she can use transition words appropriately			
29	He / she can conjunctions correctly.			
30	He / she can use pronoun referencing correctly			
Self-Regulation				
The first year secondary school student has writing self-efficacy in English as a foreign language when				
31	He / she can avoid distractions while he / she writes			
32	He / she can keep writing even when it is difficult.			
33	He / she can start writing assignments quickly.			



Faculty of Education
Department of Curricula, Instruction,
and Educational Technology

**The EFL writing self-efficacy dimensions questionnaire
(the final version)**

Dear Jury member/.....

The following is a writing self-efficacy dimensions questionnaire for a Ph.D. study entitled " *The effectiveness of a Program Based on the Web2 Applications in Developing EFL Secondary School Students' Writing Skills, their Motivation and Self-efficacy*". The purpose of this questionnaire is to specify the main dimensions of the EFL writing self-efficacy for the first year secondary school students. There are three main dimensions for this variable, which are ideation and organization, writing conventions, and self-regulation. Each one of these main dimensions has many statements, which are shown in the questionnaire. You are kindly requested to determine the degree of importance of each dimension by ticking (√) before each statement in the suitable place. The degree of importance of each dimension is determined on the basis of three levels. The first level (very important) takes 3 scores. The second level (important) takes 2 scores. The third level (less important) takes 1 score.

I would be grateful if you give me your comments and suggestions, if any, on the spaces provided.

.....
.....
.....

I sincerely appreciate your cooperation, thank you.

The researcher

Heba Fathy Mohammed Ramadan

The EFL writing self-efficacy dimensions questionnaire

(the final version)

No	Writing Self-efficacy Dimensions	Very important (3)	important (2)	Less important (1)
Ideation and organization				
The first year secondary school student has writing self-efficacy in English as a foreign because he /she masters the ideation and organization skills such as :				
1	He /she can write many ideas for his /her writing.			
2	He /she can write a lot of original ideas such as writing something unusual or unexpected but it is appropriate and effective.			
3	He /she writes his /her ideas in a suitable place in his/ her writing.			
4	He / she can easily write examples to support his/ her ideas			
5	He / she can write very-well-organized compositions.			
6	He / she can write a good paragraph with a topic sentence.			
writing conventions				
The first year secondary school student has writing self-efficacy in English as a foreign because he /she masters the writing conventions skills such as :				
7	He / she can write with correct spelling.			
8	He / she can punctuate his/ her sentences correctly.			
9	He / she can write authentic sentences (semantically and syntactically correctly)			
10	He / she can use the grammar rules that he / she learned in class easily and correctly.			
11	He / she can produce sentences using correct word order (e.g. statements, questions and imperatives).			
12	He / she can write verbs in different tenses correctly			
13	He / she can use all parts of speech correctly			
14	He / she can write compound and complex sentences with grammatical structure.			

No	Writing Self-efficacy Dimensions	Very important (3)	important (2)	Less important (1)
15	He / she can use transition words appropriately			
16	He / she can use conjunctions correctly			
17	He / she can use pronoun referencing correctly .			
18	He / she can use demonstratives, and determiners correctly.			
Self-Regulation				
The first year secondary school student has writing self-efficacy in English as a foreign language because he /she masters self-regulation skills such as :				
19	He / she can think of his /her writing goals before he / she writes.			
20	He / she can use a style that is appropriate to the task(e.g. if he / she is asked to write a report, he / she can use the appropriate conventions to write a report).			
21	He / she can start writing on a given topic easily without difficulty.			
22	He / she can manage his/ her time efficiently to meet a deadline on a piece of writing.			
23	He / she can edit his/ her compositions and correct mistakes in punctuation, capitalization, paragraph structure and grammatical errors.			
24	He / she can determine and use the suitable sources of information for any writing topic.			
25	He / she can easily cover all the information that should be dealt within a given topic.			
26	He / she can express and support his/ her point of view.			
27	He / she can write a brief and informative overview of a given topic.			
28	Although he / she occasionally makes mistakes when writing, he / she generally writes good compositions.			
29	He / she can use a wide range of			

No	Writing Self-efficacy Dimensions	Very important (3)	important (2)	Less important (1)
	vocabulary in his/ her compositions such as using synonyms in his/ her composition rather than repeating the same words over and over again			
30	He / she can use suitable words which explain what he / she wants.			

Appendix C. The EFL writing self-efficacy scale

Name:

Academic Year:

Date:

Dear student:

In this part, you should answer the following questions concerning your beliefs about your writing self-efficacy. Please read the following statements and give a sincere answer for each one of them that expresses your degree of agreement / disagreement by ticking (√) in the appropriate column. You should indicate whether you strongly disagree, disagree, neutral or may be, agree, or strongly agree with the statement. Please take your time, try to be as honest as possible, answer all the statements and do not leave out any of them. Thank you for your cooperation.

عزيزي الطالب

في هذا الجزء يجب عليك أن تجيب على الأسئلة التالية المتعلقة بمعتقداتك نحو كفاءتك الذاتية في الكتابة. يرجى قراءة العبارات التالية وإعطاء إجابة صادقة لكل منها على أن تعبر إجابتك عن مدى اتفاقك أو اختلافك معها ، وذلك بوضع علامة (√) في العمود المناسب الذي يتفق مع إجابتك . يجب أن تشير عما إذا كنت لا توافق بشدة، أو لا توافق، أو محايد، أو توافق، أو توافق بشدة على كل عبارة. الرجاء أخذ الوقت المناسب للإجابة بمنتهى الأمانة وأن تجيب على كل العبارات ولا تترك أي منها. ونشكركم على حسن تعاونكم.

N	Items	Strongly disagree غير موافق بشدة	Disagree غير موافق	Neutral or Maybe محايد	موافق Agree	Strongly Agree موافق بشده
The statement I have self-efficacy to writing English as a foreign language because I master the ideation and organization skills such as : أنا لدى كفاءة ذاتية في الكتابة باللغة الانجليزية كلغة اجنبية حيث أننى أتمكن من مهارات التنظيم والتفكير مثل :						
1	I can write many ideas for my writing. استطيع كتابة العديد من الأفكار لما أكتبه	1	2	3	4	5
2	I can write a lot of original ideas such as writing something unusual or unexpected but it is appropriate and effective. أستطيع كتابة الكثير من الأفكار الابداعية مثل كتابة شئ غير معتاد أو غير متوقع ولكنه مناسب وفعال					
٣	I can writes my ideas in a suitable place in my writing. استطيع كتابة افكارى فى المكان المناسب لها اثناء الكتابة					
٤	I can easily write examples to support my ideas					

	أستطيع بسهولة كتابة أمثلة تدعم أفكارى					
٥	I can write very-well-organized compositions. استطيع كتابة مواضيع انشائية جيدة التنظيم					
٦	I can write a good paragraph with topic sentence . استطيع كتابة فقرة تبدأ بجملة رئيسية					
The statement I have self-efficacy to writing English as a foreign language because I master writing conventions skills such as :						
أنا لى كفاءة ذاتية فى الكتابة باللغة الانجليزية كلغة اجنبية حيث أننى أتمكن من مهارات الكتابة المتعارف عليها مثل :						
٧	I can write with correct spelling. استطيع الكتابة بدون أخطاء املائية	1	2	3	4	5
٨	I can punctuate my sentences correctly. استطيع كتابة الجمل مستخدما علامات الترقيم بشكل صحيح					
٩	I can write authentic sentences. (semantically and syntactically correctly) استطيع كتابة جمل أصيلة (صحيحة سياقيا وقواعديا) .					
١٠	I can use the grammar rules that I learned in class easily and correctly. استطيع استخدام القواعد النحوية التى تعلمتها فى الصف بسهولة وبشكل صحيح					
١١	I can produce sentences using correct word order (e.g. statements, questions and imperatives). استطيع كتابة جمل ذات ترتيب صحيح للكلمات (على سبيل المثال الجملة التقريرية ، السؤال ، واسلوب الامر)					
١٢	I can write verbs in different tenses correctly أستطيع كتابة الأفعال فى مختلف الازمنة وبشكل صحيح					
١٣	I can use all parts of speech correctly استطيع استخدام جميع أجزاء الكلام بشكل صحيح					
١٤	I can write compound and complex sentences with					

	grammatical structure. استطيع كتابة الجمل المركبة والمعقدة بتركيب نحوية سليمة .					
15	I can use transition words appropriately. يمكنني استخدام الكلمات الانتقالية					
16	I can use conjunctions correctly يمكنني استخدام ادوات الربط بشكل صحيح					
17	I can use pronoun referencing correctly يمكنني استخدام الضمائر وما تشير اليه بشكل صحيح					
18	I can use use demonstratives, and determiners correctly. يمكنني استخدام اسماء الاشارة والمحددات بشكل صحيح					
The statement I have self-efficacy to writing English as a foreign language because I master self-regulation skills such as : أنا لى كفاءة ذاتية فى الكتابة باللغة الانجليزية كلغة اجنبية حيث أننى أتمكن من مهارات التنظيم الذاتى :						
١٩	I can think of my writing goals before I write. أستطيع التفكير فى الاهداف الكتابية لما أكتب قبل أن ابدأ فى الكتابة	1	2	3	4	5
٢٠	I can use a style that is appropriate to the task (e.g. if I am asked to write a report, I can use the appropriate conventions to write it. يمكننى إستخدام النمط الكتابى المناسب لكل مهمة كتابية على سبيل المثال يمكننى استخدام الاسس المتعارف عليها فى كتابة التقرير إذا ما طلب منى كتابته					
٢١	I can start writing on a given topic easily without difficulty. يمكنني البدء فى كتابة موضوع معين بسهولة دون أى صعوبة					

٢٢	I can manage my time efficiently to meet a deadline on a piece of writing. يمكنني إدارة وقتي بكفاءة بما يتناسب مع الموعد النهائي المحدد لقطعة الكتابة .					
٢٣	I can edit my compositions and correct mistakes in punctuation, capitalization, paragraph structure and grammatical errors. يمكنني تصحيح الأخطاء في كتاباتي وتتضمن تلك المتعلقة بعلامات الترقيم، الرسملة، بنية الفقرة والأخطاء النحوية					
24	I can determine and use the suitable sources of information for any writing topic. يمكنني تحديد واستخدام مصادر المعلومات المناسبة لأي موضوع كتابي					
25	I can easily cover all the information that should be dealt within a given topic. يمكنني بسهولة تناول كافة المعلومات التي ينبغي تغطيتها والمتعلقة بموضوع معين.					
26	I can express and support my point of view. يمكنني التعبير عن وجهة نظري وتأييدها.					
27	I can write a brief and informative overview of a given topic. يمكنني كتابة لمحة موجزة وثرية بالمعلومات عن موضوع معين					
28	Although I occasionally make mistakes when writing, I generally write good compositions. على الرغم من أنني أخطئ بعض الأحيان عند الكتابة ، الا انني أكتب مواضيع انشائية جيدة بصفة عامة .					

29	<p>I can use a wide range of vocabulary in my compositions such as using synonyms rather than repeating the same words over and over again</p> <p>يمكنني استخدام مجموعة واسعة من المفردات في كتاباتي مثل استخدام المرادفات بدلا من تكرار نفس الكلمات مرارا وتكرارا</p>					
30	<p>I can use suitable words which explain what I want.</p> <p>يمكنني استخدام الكلمات المناسبة التي توضح ما أريده</p>					